



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10711260
SAU: Hancock School Department
School: Hancock Grammar School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

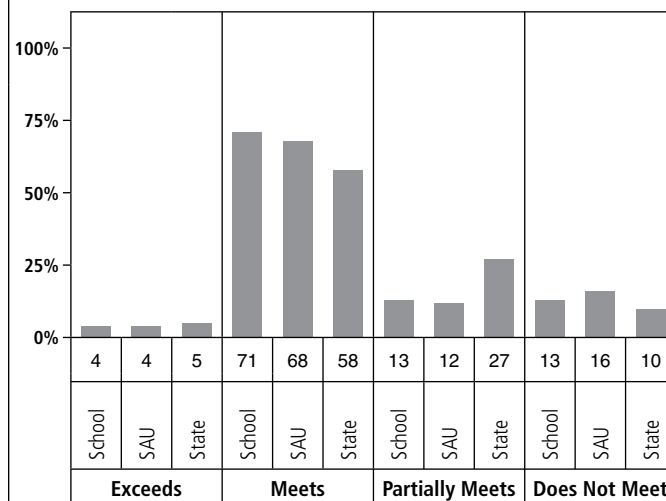
SAU: Hancock School Department

School: Hancock Grammar School

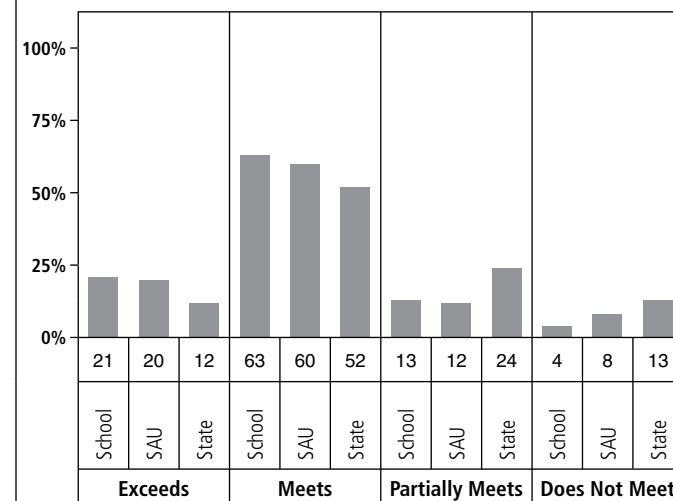
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	544	544
2006–2007	545	545	544
2007–2008	546	545	545
Cum. Avg.*	545	545	544
Mathematics			
2005–2006	548	549	543
2006–2007	544	544	546
2007–2008	553	551	546
Cum. Avg.*	549	548	545
ELA – Writing			
2005–2006			
2006–2007	542	542	541
2007–2008	541	539	538
Cum. Avg.*			

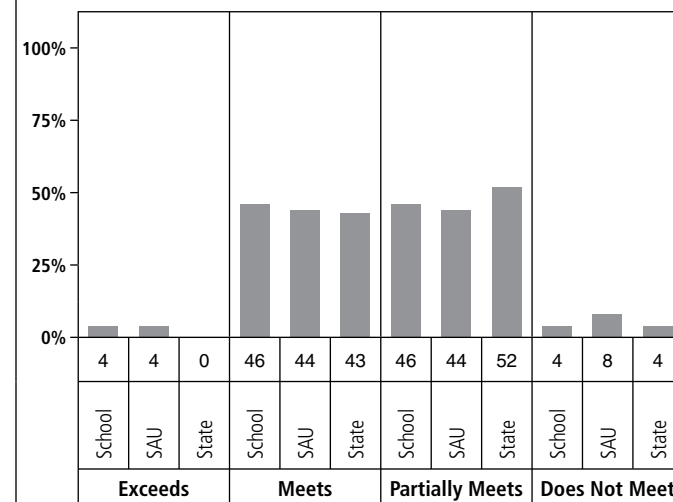
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	25	100	26	100	14240	100	24	100	25	100	14157	100	24	100	25	100	14156	100							24	100	25	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	2	8	2	8	201	1	2	100	2	100	199	99	2	100	2	100	199	99							2	100	2	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	23	92	24	92	13339	94	22	100	23	100	13274	100	22	100	23	100	13267	100							22	100	23	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	4	16	5	19	2555	18	3	100	4	100	2528	99	3	100	4	100	2526	99							3	100	4	100	2507	99
Current LEP	1	4	1	4	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96
Economically disadvantaged	11	44	12	46	5574	39	11	100	12	100	5528	99	11	100	12	100	5531	99							11	100	12	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	21	84	22	85	11042	78	21	84	22	85	11006	77							22	88	23	88	11127	78
Identified disability (PET/IEP)	1	5	2	9	396	4	1	5	2	9	404	4							2	9	3	13	447	4
LEP	1	5	1	5	144	1	1	5	1	5	141	1							1	5	1	4	147	1
504 plan	2	10	2	9	134	1	2	10	2	9	133	1							2	9	2	9	136	1
Participation with accommodations	3	12	3	12	2974	21	3	12	3	12	3014	21							2	8	2	8	2845	20
Identified disability (PET/IEP)	2	67	2	67	1996	67	2	67	2	67	1986	66							1	50	1	50	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	33	1	33	766	26	1	33	1	33	801	27							1	50	1	50	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	1	4	1	4	19	0	1	4	1	4	23	0							1	4	1	4	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Hancock School Department
School: Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	4	2	7	721	5
	2006-2007	1	5	1	5	702	5
	2007-2008	1	4	1	4	659	5
	Cum. Total*	3	4	4	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	15	54	15	52	7571	53
	2006-2007	12	60	12	60	7730	55
	2007-2008	17	71	17	68	8195	58
	Cum. Total*	44	61	44	59	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	11	39	11	38	4343	30
	2006-2007	5	25	5	25	4182	30
	2007-2008	3	13	3	12	3800	27
	Cum. Total*	19	26	19	26	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	1	4	1	3	1628	11
	2006-2007	2	10	2	10	1419	10
	2007-2008	3	13	4	16	1362	10
	Cum. Total*	6	8	7	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.4	63.3	29.6	61.7	29.2	60.8
Literary Text	24	50	15.5	64.6	15.1	62.9	15.0	62.5
Informational Text	24	50	14.9	62.1	14.5	60.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	1	4	17	71	3	13	3	13	546	25	4	68	12	16	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	2										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	22	1	5	16	73	3	14	2	9	547	23	4	70	13	13	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	3										4						2392	0	26	42	31	536
No	21	1	5	16	76	2	10	2	10	548	21	5	76	10	10	548	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	23	1	4	17	74	3	13	2	9	547	24	4	71	13	13	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	11	0	0	6	55	3	27	2	18	540	12	0	50	25	25	539	5454	2	48	35	15	541
No	13	1	8	11	85	0	0	1	8	551	13	8	85	0	8	551	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	24	1	4	17	71	3	13	3	13	546	25	4	68	12	16	545	14011	5	58	27	10	545
Gender																						
Female	12	1	8	10	83	0	0	1	8	551	12	8	83	0	8	551	6766	7	62	24	8	546
Male	12	0	0	7	58	3	25	2	17	541	13	0	54	23	23	540	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	24	1	4	17	71	3	13	3	13	546	25	4	68	12	16	545	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	24	1	4	17	71	3	13	3	13	546	25	4	68	12	16	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	2	100	0	0	0	0	548	8	0	100	0	0	548	5	2	42	34	22	540
B. less than one hour	58	0	0	11	79	2	14	1	7	545	56	0	79	14	7	545	66	5	60	27	9	545
C. one to two hours	29	1	14	3	43	1	14	2	29	546	28	14	43	14	29	546	26	5	61	26	8	546
D. more than two hours	4	0	0	1	100	0	0	0	0	552	8	0	50	0	50	537	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	0	0	10	83	0	0	2	17	546	52	0	77	0	23	544	31	7	63	23	7	547
B. They match some of what I have learned.	38	1	11	6	67	2	22	0	0	550	36	11	67	22	0	550	55	4	61	27	8	545
C. They match just a little of what I have learned.	13	0	0	1	33	1	33	1	33	536	12	0	33	33	33	536	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	1	17	5	83	0	0	0	0	554	28	14	71	0	14	549	30	10	68	16	6	549
B. good	58	0	0	12	86	1	7	1	7	549	56	0	86	7	7	549	53	3	59	29	9	544
C. fair	13	0	0	0	0	1	33	2	67	521	12	0	0	33	67	521	15	1	41	40	18	539
D. poor	4	0	0	0	0	1	100	0	0	540	4	0	0	100	0	540	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	4	0	0	1	100	0	0	0	0	548	8	0	50	0	50	535	17	3	45	32	19	541
B. about the same as my regular schoolwork	83	1	5	13	65	3	15	3	15	545	80	5	65	15	15	545	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	3	100	0	0	0	0	553	12	0	100	0	0	553	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	0	0	0	0	1	100	528	4	0	0	0	100	528	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	75	0	0	13	72	3	17	2	11	544	72	0	72	17	11	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	21	1	20	4	80	0	0	0	0	556	24	17	67	0	17	550	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	25	1	17	4	67	0	0	1	17	553	28	14	57	0	29	549	18	8	64	20	8	547
B. 20 minutes to an hour	63	0	0	13	87	1	7	1	7	546	60	0	87	7	7	546	56	5	62	25	7	546
C. less than 20 minutes	0										0						12	2	50	32	15	542
D. I rarely read at home.	13	0	0	0	0	2	67	1	33	535	12	0	0	67	33	535	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	33	0	0	8	100	0	0	0	0	550	32	0	100	0	0	550	26	3	51	32	14	542
B. six to ten pages	38	1	11	5	56	1	11	2	22	544	40	10	50	10	30	542	28	3	59	28	9	544
C. eleven or more pages	29	0	0	4	57	2	29	1	14	545	28	0	57	29	14	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										100	0	0	0	100	522						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Hancock School Department
School: Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	6	21	7	24	1415	10
	2006-2007	4	20	4	20	1711	12
	2007-2008	5	21	5	20	1617	12
	Cum. Total*	15	21	16	22	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	14	50	14	48	6503	45
	2006-2007	8	40	8	40	6778	48
	2007-2008	15	63	15	60	7284	52
	Cum. Total*	37	51	37	50	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	4	14	4	14	3945	28
	2006-2007	6	30	6	30	3884	28
	2007-2008	3	13	3	12	3341	24
	Cum. Total*	13	18	13	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	4	14	4	14	2434	17
	2006-2007	2	10	2	10	1683	12
	2007-2008	1	4	2	8	1778	13
	Cum. Total*	7	10	8	11	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.3	75.3	10.9	72.7	9.0	60.0
Cluster 2: Shape and Size	14	29	8.7	62.1	8.4	60.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	14	29	9.5	67.9	9.2	65.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	5	21	15	63	3	13	1	4	553	25	20	60	12	8	551	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	2										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	22	5	23	14	64	3	14	0	0	555	23	22	61	13	4	553	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	3										4						2390	2	29	34	35	534
No	21	5	24	14	67	1	5	1	5	556	21	24	67	5	5	556	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	23	5	22	15	65	3	13	0	0	555	24	21	63	13	4	553	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	11	3	27	5	45	2	18	1	9	550	12	25	42	17	17	546	5461	5	46	30	19	541
No	13	2	15	10	77	1	8	0	0	556	13	15	77	8	0	556	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	24	5	21	15	63	3	13	1	4	553	25	20	60	12	8	551	14015	12	52	24	13	546
Gender																						
Female	12	3	25	7	58	1	8	1	8	554	12	25	58	8	8	554	6767	11	51	24	13	546
Male	12	2	17	8	67	2	17	0	0	553	13	15	62	15	8	548	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	24	5	21	15	63	3	13	1	4	553	25	20	60	12	8	551	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	24	5	21	15	63	3	13	1	4	553	25	20	60	12	8	551	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 58 29 4	1 3 0 1	50 21 0 100	1 8 6 0	50 57 86 0	0 3 0 0	0 21 0 0	0 0 1 0	0 0 14 0	560 554 548 564	8 56 28 8	50 21 0 50	50 57 86 0	0 21 0 0	0 0 14 50	560 554 548 532	5 66 26 2	6 12 12 9	39 52 55 37	29 24 23 25	25 12 11 29	539 546 547 539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	54 42 0 4	4 1 0 0	31 10 0 0	9 6 0 0	69 60 0 0	0 2 0 1	0 20 0 100	0 1 0 0	0 10 0 0	559 548 532 532	52 44 0 4	31 9 0 0	69 55 0 0	0 18 0 100	0 18 0 0	559 544 532 532	38 48 10 3	16 9 6 3	56 53 37 24	19 26 32 29	8 12 24 45	549 545 539 532
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	38 54 8 0	2 3 0 0	22 23 0 0	6 7 2 0	67 54 100 0	1 2 0 0	11 15 0 0	0 1 0 0	0 8 0 0	555 552 554 554	36 52 12 0	22 23 0 0	67 54 67 0	11 15 0 33	0 8 33 0	555 552 536 536	31 47 19 3	24 8 2 1	54 55 43 26	14 25 35 38	8 12 20 36	552 545 539 533
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 74 13	0 5 0	0 29 0	1 11 3	33 65 100	1 1 0	33 6 0	1 0 0	33 0 0	539 557 553	17 71 13	0 29 0	25 65 100	25 6 0	50 0 0	529 557 553	18 66 17	5 11 20	42 55 51	30 23 19	22 11 10	540 547 549
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	29 42 21 8	1 3 1 0	14 30 20 0	6 6 2 1	86 60 40 50	0 1 1 1	0 10 20 50	0 0 1 0	0 0 20 0	557 556 545 546	28 44 20 8	14 27 20 0	86 55 40 50	0 9 20 50	0 9 20 0	557 551 545 546	21 36 27 15	10 13 12 10	48 54 54 49	26 23 23 25	16 10 11 16	544 547 547 544
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	4 63 29 4	0 3 2 0	0 20 29 0	1 9 4 1	100 60 57 100	0 2 1 0	0 13 14 0	0 1 0 0	0 7 0 0	558 552 555 556	8 60 28 4	0 20 29 0	50 60 57 100	0 13 14 0	50 7 0 0	529 552 555 556	7 30 34 29	12 13 12 9	44 53 54 50	25 23 23 25	19 11 10 16	543 547 547 544
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	0 21 42 38	0 1 2 2	0 20 20 22	0 3 6 6	0 60 60 67	0 1 1 1	0 20 10 11	0 0 1 0	0 0 10 0	554 552 552 555	0 24 40 36	0 17 20 22	0 50 60 67	0 17 10 11	0 17 10 0	554 545 552 555	7 31 40 23	7 7 12 18	40 49 55 54	25 29 23 19	28 15 10 9	539 543 547 549
Optional school/SAU question A. B. C. D.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 100	0 0 0 0	0 0 0 0	0 0 0 100	0 0 0 500	0 0 0 500	0 0 0 500	0 0 0 500	0 0 0 500	0 0 0 500	0 0 0 500	0 0 0 500

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Hancock School Department
School: Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 1	0 4	0 1	0 4	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	10 11	50 46	10 11	50 44	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	9 11	45 46	9 11	45 44	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 1	5 4	1 2	5 8	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.7	58.5	11.2	56.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.2	51.7	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	1	4	11	46	11	46	1	4	541	25	4	44	44	8	539	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	2										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	22	1	5	10	45	10	45	1	5	541	23	4	43	43	9	539	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	3										4						2372	0	12	72	16	529
No	21	1	5	9	43	10	48	1	5	541	21	5	43	48	5	541	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	23	1	4	11	48	10	43	1	4	541	24	4	46	42	8	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	11	0	0	5	45	5	45	1	9	538	12	0	42	42	17	535	5435	0	32	61	7	535
No	13	1	8	6	46	6	46	0	0	543	13	8	46	46	0	543	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	24	1	4	11	46	11	46	1	4	541	25	4	44	44	8	539	13967	0	43	52	4	538
Gender																						
Female	12	1	8	6	50	5	42	0	0	545	12	8	50	42	0	545	6750	1	55	43	2	540
Male	12	0	0	5	42	6	50	1	8	537	13	0	38	46	15	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	24	1	4	11	46	11	46	1	4	541	25	4	44	44	8	539	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	24	1	4	11	46	11	46	1	4	541	25	4	44	44	8	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Hancock School Department
 School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	0	0	2	100	0	0	538	8	0	0	100	0	538	5	0	29	57	14	533
B. less than one hour	58	1	7	7	50	5	36	1	7	542	56	7	50	36	7	542	66	0	44	52	3	538
C. one to two hours	29	0	0	4	57	3	43	0	0	540	28	0	57	43	0	540	26	0	45	52	3	538
D. more than two hours	4	0	0	0	0	1	100	0	0	538	8	0	0	50	50	520	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	38	1	11	5	56	3	33	0	0	547	36	11	56	33	0	547	25	1	54	42	3	540
B. good	46	0	0	4	36	7	64	0	0	539	48	0	33	58	8	536	50	0	46	51	3	538
C. fair	13	0	0	1	33	1	33	1	33	531	12	0	33	33	33	531	22	0	29	65	6	535
D. poor	4	0	0	1	100	0	0	0	0	542	4	0	100	0	0	542	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	4	0	0	0	0	1	100	0	0	536	4	0	0	100	0	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	74	0	0	9	53	8	47	0	0	541	75	0	50	44	6	539	65	0	45	52	3	538
C. easier than my regular schoolwork	22	1	20	1	20	2	40	1	20	540	21	20	20	40	20	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										100	0	0	0	100	502						